

READING COMPLEX TEXTS: SCAFFOLDING SUCCESS FOR ALL STUDENTS IN ALL SUBJECT



WISCONSIN
DEPARTMENT OF
PUBLIC
INSTRUCTION



Brown Deer School District
Grades 6-12
October 25, 2013

Tamara Maxwell
English Language Arts Consultant
Department of Public Instruction

“Just in Time” Information



@WisDPICCSS
@WisDPILit
@WisDPIMath
@WisDPITech





WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Home Parents & Students Schools & Educators Libraries Data & Media Site Index Search

CCSS Home Professional Educators Instructional Leaders IHE Community Families Partners Contact CCSS Team

Common Core State Standards



Innovative Teaching, Learning and Leading

Latest News

Aug 06 UPDATED Wisconsin and the CCSS: Myths and Facts

Aug 01 Assessments Timeline Graphic

Jul 31 Wisconsin Eye Video: Superintendent Evers and Representative Wright on the CCSS (7-31-13, 34 min)

Related Links

- About Common Core State Standards
- English Language Arts
- Mathematics
- Literacy in All Subjects
- Academic Standards
- Professional Learning on Demand**

Our webpage:

<http://commoncore.dpi.wi.gov/>



Today's Agenda

Education Initiatives
Educator Effectiveness
CCSS
UDL RtI
Smarter Balanced ACT

Disciplinary Literacy

Performance Tasks

Close Read with Text
Dependent Questions and
Writing to Learn

Application in Professional
Learning Communities

Question and Answer



Connected Work



Today's Agenda

Education Initiatives
Educator Effectiveness
CCSS
UDL RtI
Smarter Balanced ACT

Disciplinary Literacy

Performance Tasks

Close Read with Text
Dependent Questions and
Writing to Learn

Application in Professional
Learning Communities

Question and Answer



Disciplinary Literacy



Reading in the Content Area



In Wisconsin...

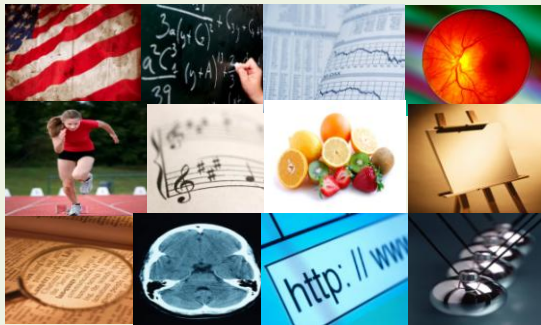
...*disciplinary literacy* is defined as the confluence of content knowledge, experiences, and skills merged with the ability to **read, write, listen, speak, think critically, and perform** in a way that is meaningful **within the context of a given field.**



Disciplinary Literacy



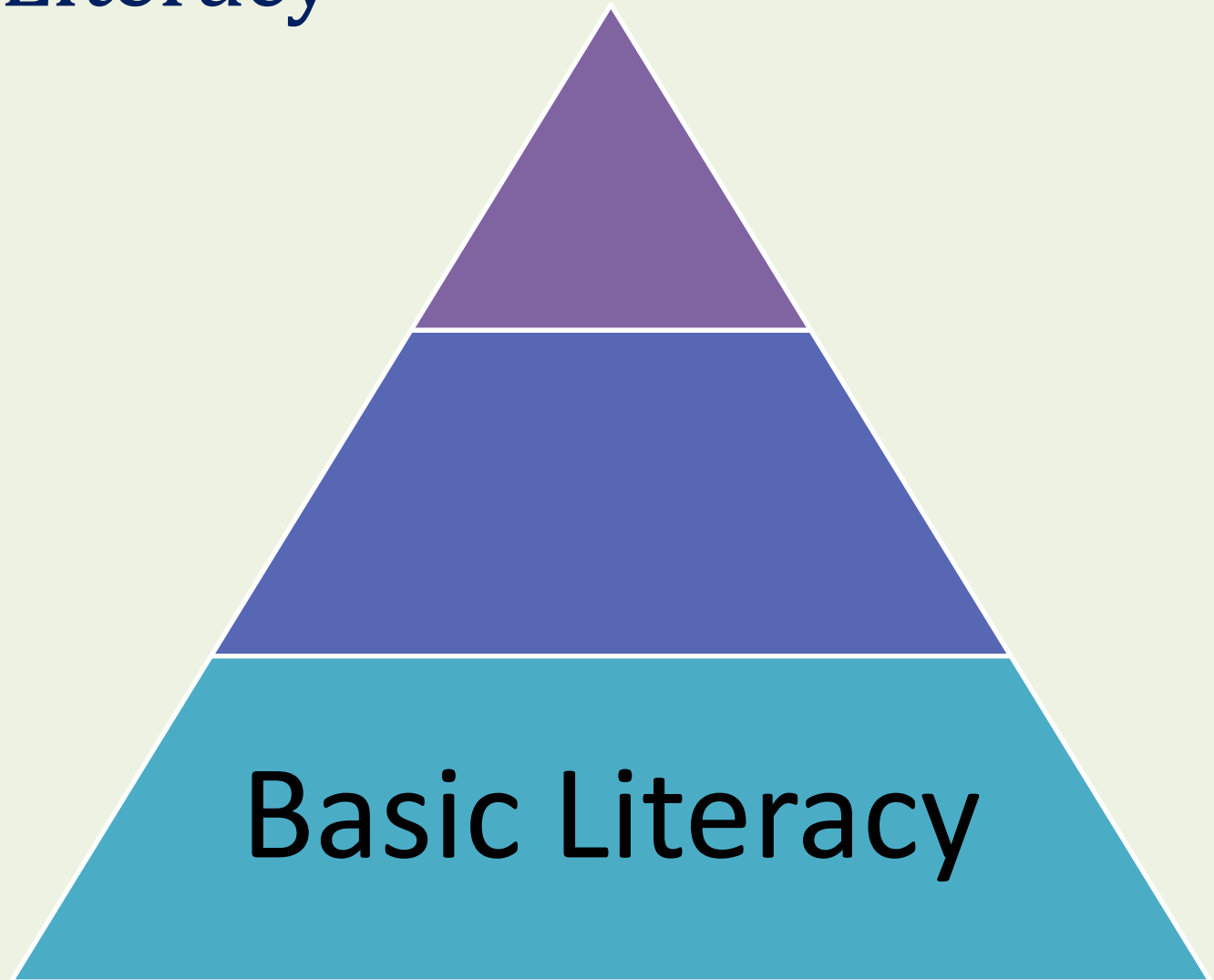
Content
Knowledge,
Experience,
and Skills



Read, Write, Listen,
Speak, Think, and
Perform

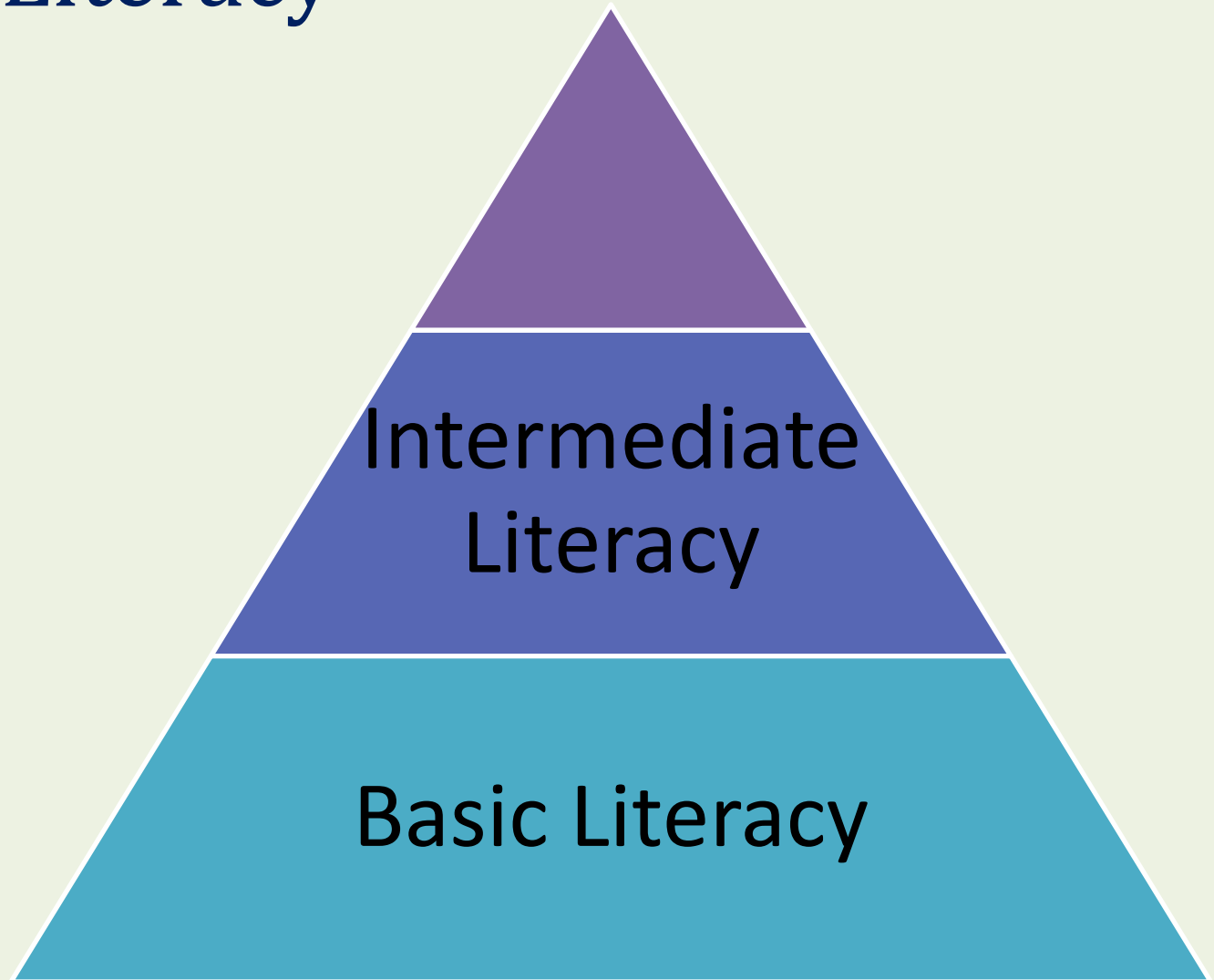


Increasing Specialization of Literacy

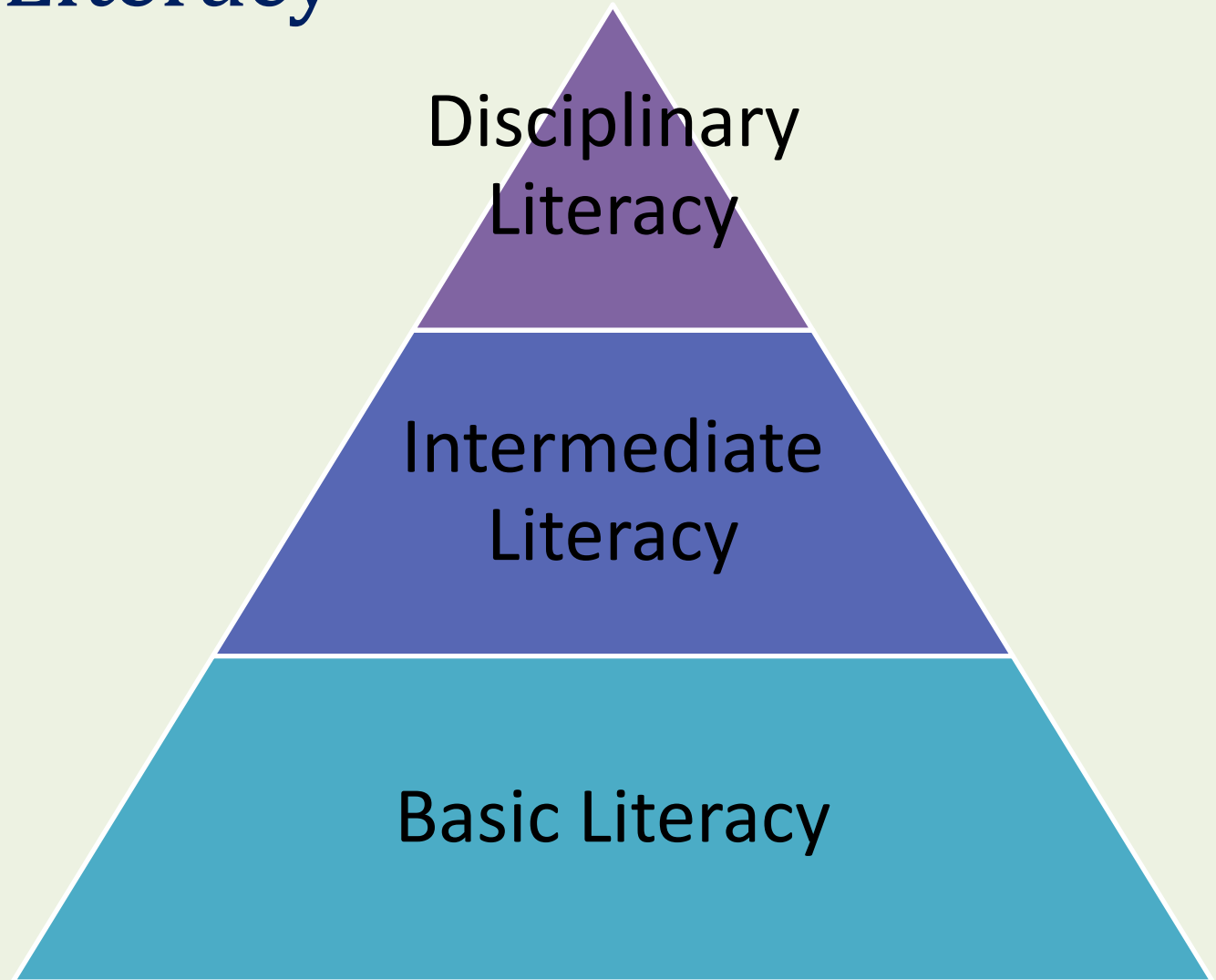


Shanahan, Timothy and Cynthia Shanahan. "Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy." *Harvard Educational Review*. Vol. 78. No. 1. Spring 2008. Accessed 24 Jul. 2012. <http://bit.ly/S-S2008> .

Increasing Specialization of Literacy



Increasing Specialization of Literacy



Generic Reading Strategies

Monitor comprehension

Pre-read

Set goals

Think about what one already knows

Ask questions

Make predictions

Test predictions against the text

Re-read

Summarize

Disciplinary-Specific Reading Strategies

Build prior knowledge

Build specialized vocabulary

Learn to deconstruct complex sentences

Use knowledge of text structures and genres to predict main and subordinate ideas

Map graphic (and mathematical) representations against explanations in the text

Pose discipline relevant questions

Compare claims and propositions across texts

Use norms for reasoning within the discipline (i.e., what counts as evidence) to evaluate claims

Disciplinary Literacy

“Literacy... becomes an essential aspect of disciplinary practice, rather than a set of strategies or tools brought into the disciplines to improve reading and writing of subject-matter texts.”

- Elizabeth Birr Moje

“Foregrounding the Disciplines in Secondary Literacy Teaching and Learning: A Call for Change.” *Journal of Adolescent & Adult Literacy*. Oct. 2008.



Today's Agenda

Education Initiatives
Educator Effectiveness
CCSS
UDL RtI
Smarter Balanced

Disciplinary Literacy

Performance Tasks

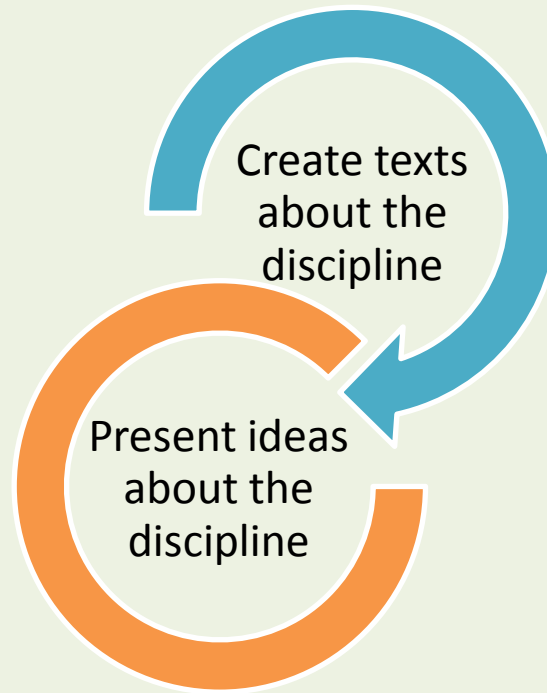
Close Read with Text
Dependent Questions and
Writing to Learn

Application in Professional
Learning Communities

Question and Answer



Performance Tasks



Smarter
Balanced

- Performance Tasks

ACT

- English
- Writing



Danielson's Framework for Educator Effectiveness

Domain 1 – Planning and Preparation Demonstrating knowledge of content and pedagogy Demonstrating knowledge of students Setting instructional outcomes Demonstrating knowledge of resources Designing coherent instruction Designing student assessment	Domain 2- The Classroom Environment Creating an environment of respect and rapport Establishing a culture for learning Managing classroom procedures Managing student behavior Organizing physical space
Domain 4 – Professional Responsibilities Reflecting on teaching Maintaining accurate records Communicating with families Participating in a professional community Growing and developing professionally Showing professionalism	Domain 3 – Instruction Communicating with students Using questioning and discussion techniques Engaging students in learning Using assessment in instruction Demonstrating flexibility and responsiveness

"It is the learner who does the learning." - Charlotte Danielson



Range of Texts for Writing

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

“Writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.”



Text Selection



What **texts**
do experts in
your field
write?



Begin with... THE STANDARDS

Wisconsin Academic Standards

Reading	Agriculture, Food and Natural Resources	 Art & Design Education	Business and Information Technology
 Dance	Disciplinary Literacy	Early Learning Standards	English Language Arts
 Environmental Education	Family and Consumer Sciences	Health Science	 Information and Technology Literacy
Marketing, Management and Entrepreneurship	 Mathematics	 Music Education	 Nutrition Education
 Personal Financial Literacy	 Physical Education	School Counseling	Science
Social Studies	Technology and Engineering	 Theatre Education	 World Languages

<http://standards.dpi.wi.gov/>

Common Core State Standards

COMMON CORE STATE STANDARDS for English Language Arts



Wisconsin Department of Public Instruction

COMMON CORE STATE STANDARDS for Literacy in All Subjects



Wisconsin Department of Public Instruction

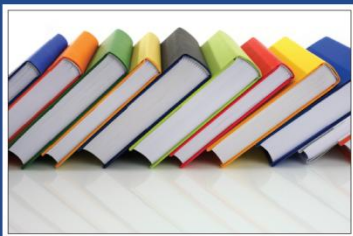
WISCONSIN STANDARDS FOR Mathematics



ed
et Adopted

COMMON CORE ESSENTIAL ELEMENTS AND ALTERNATE ACHIEVEMENT DESCRIPTORS FOR

English Language Arts



Wisconsin Department of Public Instruction

COMMON CORE ESSENTIAL ELEMENTS AND ALTERNATE ACHIEVEMENT DESCRIPTORS FOR

Mathematics



Wisconsin Department of Public Instruction

District of Columbia

P

Guam

American Samoa Islands

U.S. Virgin Islands

Northern Mariana Islands

Wisconsin Model Academic Standards for Social Studies: History

- WMAS/SS for History Learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

Wisconsin Common Core State Standards

- RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
- RH.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.
- WHST.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- WHST.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Guidelines for Creating Performance Tasks

Integrate **knowledge and skills** across multiple content standards or strands within a content area

Measure **capacities** such as depth of understanding, research skills, complex analysis, and identification/providing of relevant evidence

Require **student-initiated** planning, management of information and ideas, interaction with other materials

Require **production of extended responses**, such as oral presentations, exhibitions, and other scorable products, including more extended written responses, which might be revised and edited

Reflect a **real-world task and/or scenario-based problem**

Allow for **multiple approaches**

Represent content that is **relevant and meaningful** to students

Allow for demonstration of important knowledge and skills, including those that address **21st-century skills** such as critically analyzing and synthesizing information presented in a variety of formats, media, etc.

Require **scoring** that focuses on the **essence** of the task

Be **feasible** for the school/classroom environment

Performance Task

Sentence Frames

After reading/researching/listening/viewing _____ (texts),
write/create/present _____
(product) for _____ (audience)
that provides an/a explanation/argument/narrative
_____ (content)
so that _____ (purpose/so what).



Common Core State Standards

COMMON CORE STATE STANDARDS for English Language Arts



Wisconsin Department of Public Instruction

COMMON CORE STATE STANDARDS for Literacy in All Subjects

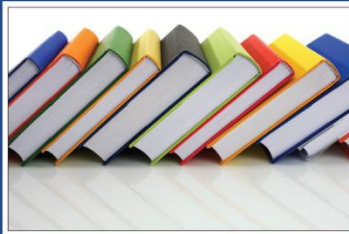


Wisconsin Department of Public Instruction

WISCONSIN STANDARDS FOR Mathematics



COMMON CORE ESSENTIAL ELEMENTS AND ALTERNATE ACHIEVEMENT DESCRIPTORS FOR English Language Arts



Wisconsin Department of Public Instruction

COMMON CORE ESSENTIAL ELEMENTS AND ALTERNATE ACHIEVEMENT DESCRIPTORS FOR Mathematics



Wisconsin Department of Public Instruction

District of Columbia

P

Guam

American Samoa Islands

U.S. Virgin Islands

Northern Mariana Islands

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them

...start by explaining the meaning of a problem and looking for entry points to its solution

2. Reason abstractly and quantitatively

...make sense of quantities and their relationships to problem situations

3. Construct viable arguments and critique the reasoning of others

...understand and use stated assumptions, definitions, and previously established results in constructing arguments

4. Model with mathematics

...can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace



Standards for Mathematical Practice

5. Use appropriate tools strategically

...consider the available tools when solving a mathematical problem

6. Attend to precision

...communicate precisely using clear definitions and calculate accurately and efficiently

7. Look for and make use of structure

...look closely to discern a pattern or structure

8. Look for and express regularity in repeated reasoning

...notice if calculations are repeated, and look for both general methods and for shortcuts



Performance Task

Sentence Frames

After reading/**researching**/listening/viewing three credible resources (texts), write/**create**/present a multimodal display (product) for the classroom (audience) that provides an/a **explanation** / **argument** / **narrative** about an aspect of the Vietnam War – the role of media in the war, civil rights within the military, the impact of the lack of public support for soldiers, the lack of care for veterans (content) so that you can demonstrate your ability to use appropriate tools strategically (purpose/so what).



Performance Criteria: Rubrics and Exemplars



Smarter Balanced Informative-Explanatory Writing Rubric (Grades 6–11)

Sample Generic 4-point Informative-Explanatory Writing Rubric (Grades 6–11)

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained controlling idea or main idea of a topic is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, and concrete effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors are present in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling



Today's Agenda

Education Initiatives
Educator Effectiveness
CCSS
UDL RtI
Smarter Balanced ACT

Disciplinary Literacy

Performance Tasks

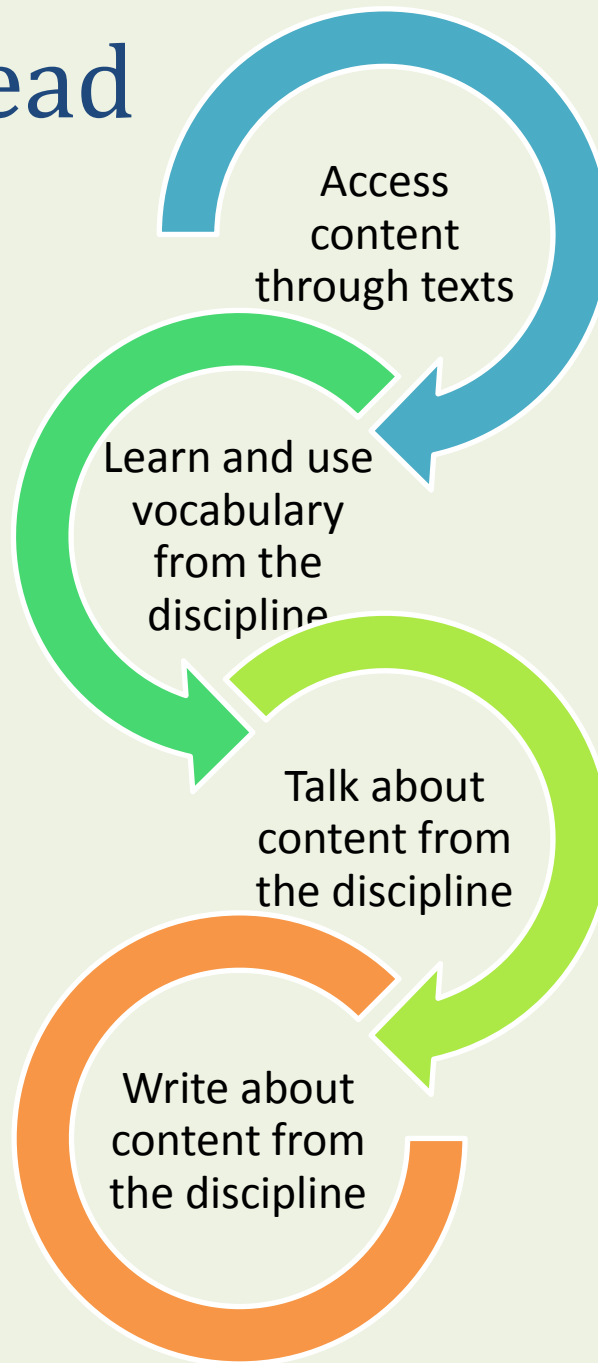
Close Read with Text
Dependent Questions and
Writing to Learn

Application in Professional
Learning Communities

Question and Answer



Close Read



Smarter Balanced

- Single Response
- Constructed Response

ACT

- Reading
- English*
- Writing*
 - *Indirectly



Danielson's Framework for Educator Effectiveness

Domain 1 – Planning and Preparation Demonstrating knowledge of content and pedagogy Demonstrating knowledge of students Setting instructional outcomes Demonstrating knowledge of resources Designing coherent instruction Designing student assessment	Domain 2- The Classroom Environment Creating an environment of respect and rapport Establishing a culture for learning Managing classroom procedures Managing student behavior Organizing physical space
Domain 4 – Professional Responsibilities Reflecting on teaching Maintaining accurate records Communicating with families Participating in a professional community Growing and developing professionally Showing professionalism	Domain 3 – Instruction Communicating with students Using questioning and discussion techniques Engaging students in learning Using assessment in instruction Demonstrating flexibility and responsiveness

"It is the learner who does the learning." - Charlotte Danielson



A text is any communication – spoken, written, or visual – involving language. In an increasingly visual and online world, students need to be able to interpret and create texts that combine words, images, and sound in order to make meaning of texts that no longer read in one clear linear direction.

Informational Text

- Nonfiction
- Literary nonfiction: texts that blend literature and nonfiction, allowing the writer both to narrate facts and to search for truth

Literary Text

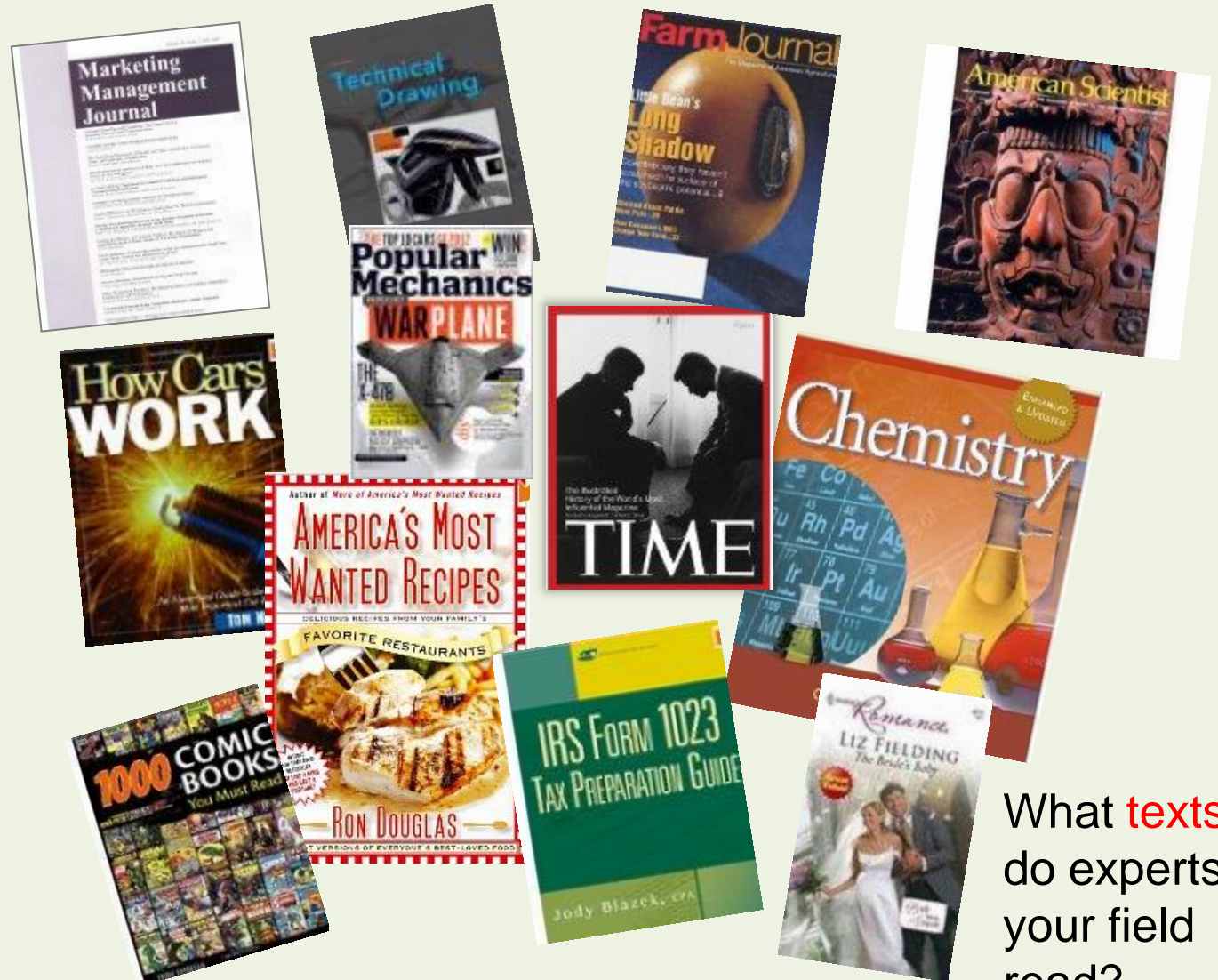
- Stories
- Dramas
- Poems



Range of Texts for Reading		
	Informational Text	Literary Text
Elem	50%	50%
Mid	55%	45%
High	70%	30%

As students progress in grades, they should read more informational texts.

Text Selection



What **texts**
do experts in
your field
read?



Collections of Texts: Start with the Standards

COMMON CORE STATE STANDARDS for English Language Arts

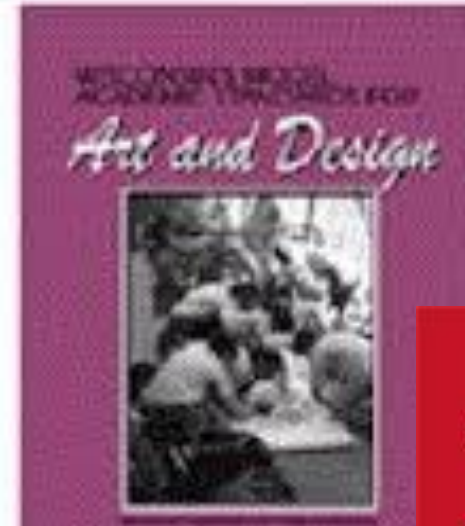


Wisconsin Department of Public Instruction

WISCONSIN STANDARDS for Family and Consumer Sciences



Wisconsin Department of Public Instruction
Technology, P&S Team Superintendents



WISCONSIN STANDARDS FOR Mathematics



Wisconsin Department of Public Instruction

WISCONSIN STANDARDS for Technology and Engineering



WISCONSIN STANDARDS FOR Health Education



Wisconsin Department of Public Instruction

WISCONSIN STANDARDS FOR Physical Education



WISCONSIN'S MODEL ACADEMIC STANDARDS FOR

Dance



Wisconsin Department of Public Instruction

Collection of Texts

Multiple print and digital texts in diverse media, formats, and lengths

Instructional Texts

Grade-level texts

Tight focus on the standards

Build knowledge

Literary merit, culturally responsive, and rich in content

Independent Texts

Independent-level texts

Apply learning over time

Promote joy of reading

High-interest texts

Today's Texts: Vietnam War

1. Primary Source: Photograph

- Silent Discussion
- Two Column Notes
- Summary Frames

2. Video: “Inside Vietnam: Battle at Ia Drang”

- Repeated Readings
- Two Column Notes
- Summary Frames

3. Primary Source: Letters Home

- Cold Read and Jigsaw
- Two Column Notes
- Sentence Frames



Introduce

- Teacher introduces the text, and sets the purpose for reading.

Read

- Students read the text with appropriate scaffolds, e.g., teacher reads text/portions of the text out loud as students follow along until students can read independently.

Annotate

- Students annotate the text, i.e., “read with a pencil” or “interrogate the text.”

Discuss

- Students talk through their understanding of the text with a partner.

Question

- Teacher guides discussion (whole group, small group, or partners) of the passage with text-dependent questions.

Write

- Students record and extend their thinking.



Introduce

- Teacher introduces the text, and sets the purpose for reading.

Read

- Students read the text with appropriate scaffolds, e.g., teacher reads text/portions of the text out loud as students follow along until students can read independently.

Annotate

- Students annotate the text, i.e., “read with a pencil” or “interrogate the text.”

Discuss

- Students talk through their understanding of the text with a partner.

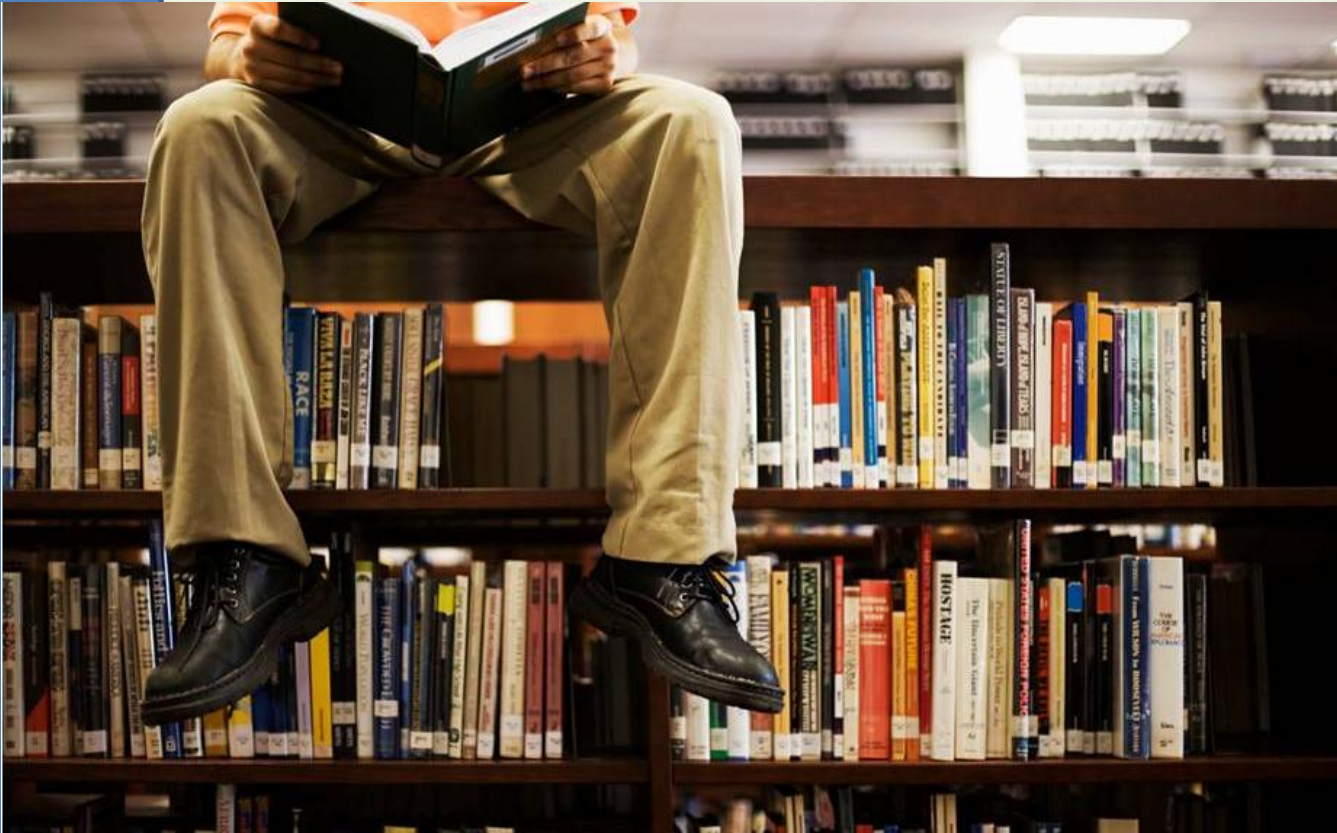
Question

- Teacher guides discussion (whole group, small group, or partners) of the passage with text-dependent questions.

Write

- Students record and extend their thinking.

Text-Dependent Questions



Text-dependent questions require students to return to the text to formulate responses.



Which of the following questions require students to read the text closely?

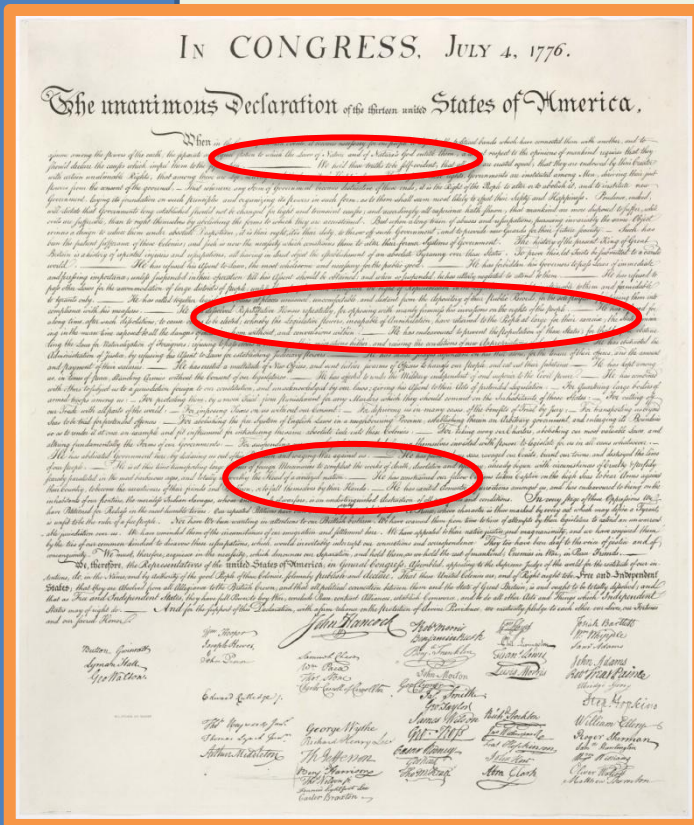


1. If you were present at the signing of the Declaration of Independence, what would you do?
2. What are the reasons listed in the preamble for supporting their argument to separate from Great Britain?




1. If you were present at the signing of the Declaration of Independence, what would you do?

2. What are the reasons listed in the preamble for supporting their argument to separate from Great Britain?



Text-Dependent Questions

 **TEXT-DEPENDENT QUESTIONS**

General Understanding

- What is the main idea/theme of the text? How do you know this?
- How did the author organize the ideas?

Key Details

- Which key details support the main idea? Look for the Who? What? When? Where? Why? How much? How many?
- How did the author develop the argument, explanation, or narrative?
- Are there any shifts or patterns in the writing? Look for signal words and phrases.
- Are there any nuances in meaning?

Vocabulary & Text Structure

- What role do the individual paragraphs, sentences, phrases, or words play?
- How does organization contribute to meaning?
- Why do authors begin and end when they do?
- Does the meaning of words go beyond the denoted meaning? What is the connotative meaning of the words?
- When is figurative language used and to what effect?
- How can meaning be altered by changing key words?
- Why may have the author chosen one word over another?

Author's Purpose

- What is the author's purpose for writing - entertain, inform, persuade? How do you know?
- From whose point of view is the text told? 1st person? 3rd person limited/omniscient?
- How reliable is the narrator? How do you know?
- Who's story/perspective is not represented?

Inferences

- Where does the text leave matters uncertain or unstated?
- How do the parts build to a whole?
- What are the arguments in persuasive texts?
- What are the ideas in informational texts?
- What are the key details in literary texts?

Opinions, Arguments, Intertextual Connections

- What is your opinion about the text? What evidence to you have to support your opinion?
- Which forms of rhetoric are used? To what effect?
- What other texts support or refute the claims and counterclaims made in this text? What other texts represent a similar or different experience/perspective?

© 2013 Wisconsin Department of Public Instruction

A progression
of text-
dependent
questions
develops
**critical
thinking.**



Introduce

- Teacher introduces the text, and sets the purpose for reading.

Read

- Students read the text with appropriate scaffolds, e.g., teacher reads text/portions of the text out loud as students follow along until students can read independently.

Annotate

- Students annotate the text, i.e., “read with a pencil” or “interrogate the text.”

Discuss

- Students talk through their understanding of the text with a partner.

Question

- Teacher guides discussion (whole group, small group, or partners) of the passage with text-dependent questions.

Write

- Students record and extend their thinking.

Wisconsin Model Academic Standards for Social Studies: History

- WMAS/SS for History Learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

Wisconsin Common Core State Standards

- RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
- RH.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.
- WHST.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- WHST.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Silent Discussion



AP Photo/Horst Faas



Silent Discussion



AP Photo/Horst Faas

Silent Discussion



Silent Discussion



Silent Discussion



AP Photo/Nick Ut

Silent Discussion



Silent Discussion



Silent Discussion

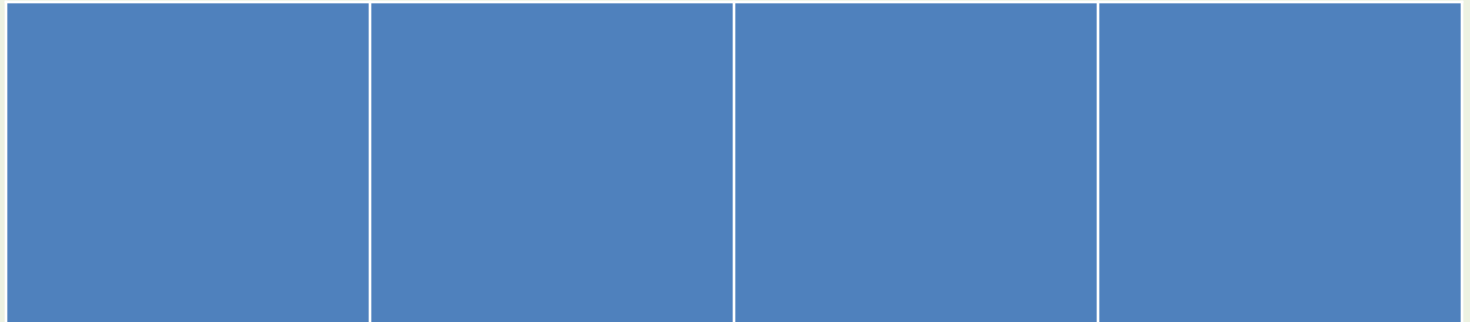


AP/Horst Faas

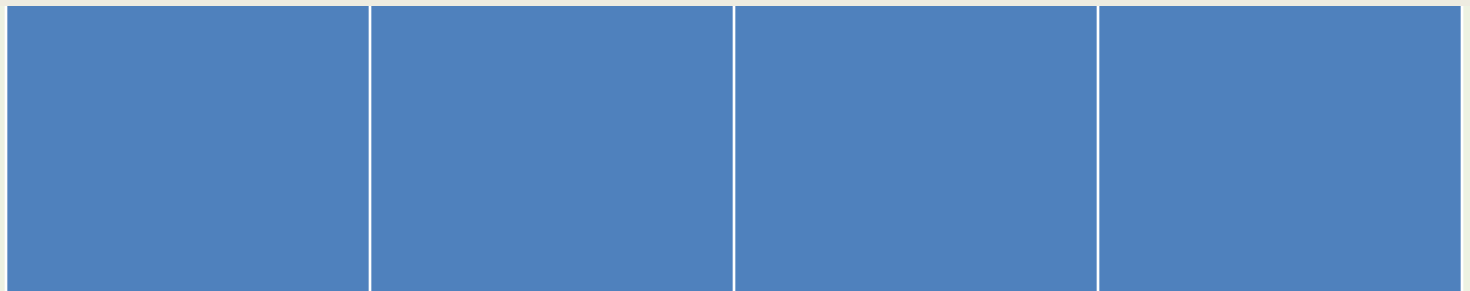
Collaborative Learning



Silent Discussion



1. What message is the photographer trying to convey with each image?
2. Which details in the images illustrated the photographer's message?
3. How do the images develop your understanding of the Vietnam War?
4. What effects do the images have on you as the reader?



Close Read of Photos from Vietnam

1. Introduce
2. Read
 - Silent Discussion
3. Annotate
 - Silent Discussion
4. Discuss
 - Silent Discussion
5. Question
 - Column Notes
 - Summary Frames
6. Write
 - Paragraph Response



Wisconsin Model Academic Standards for Social Studies: History

- WMAS/SS for History Learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

Wisconsin Common Core State Standards

- RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
- RH.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.
- WHST.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- WHST.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.



Draft/Repeated Reading



Collaborative Learning



Close Read of “Inside Vietnam: Battle at Ia Drang”

1. Introduce
2. Read
 - Repeated Reading
3. Annotate
 - Notes
4. Discuss
 - Elbow Partner
5. Question
 - Two Column Notes
 - Summary Frames
6. Write
 - Paragraph Response



Wisconsin Model Academic Standards for Social Studies: History

- WMAS/SS for History Learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

Wisconsin Common Core State Standards

- RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
- RH.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.
- WHST.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- WHST.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Letters from Vietnam

Dear Roberta,

Today is probably the worst day I have ever lived in my entire, short life. Once again we were in contact with Charlie, and once again we suffered losses. The losses we had today hit home, as my best friend in this shit hole was killed. He was only 22 years old and was going on R&R on the first of June to meet his wife in Hawaii. I feel that if I was only a half second sooner in pulling the trigger, he would still be alive.

Strange how short a time a half of a second is—the difference between life and death. This morning we were talking about how we were only two years different in age and how we both had gotten married before coming to this place.



Collaborative Learning



Close Read of Letters from Vietnam

1. Introduce
2. Read
 - Cold Read and Jigsaw
3. Annotate
 - Notes in the Margin
4. Discuss
 - Small Group
5. Question
 - Two Column Notes
 - Summary Frames
6. Write
 - Paragraph Response



Introduce

- Teacher introduces the text, and sets the purpose for reading.

Read

- Students read the text with appropriate scaffolds, e.g., teacher reads text/portions of the text out loud as students follow along until students can read independently.

Annotate

- Students annotate the text, i.e., “read with a pencil” or “interrogate the text.”

Discuss

- Students talk through their understanding of the text with a partner.

Question

- Teacher guides discussion (whole group, small group, or partners) of the passage with text-dependent questions.

Write

- Students record and extend their thinking.

Today's Agenda

Education Initiatives

Education Effectiveness

Check Ourselves

- How does connecting texts to the standards important in the unit?
- How does work with the texts prepare students for success with the performance task?

Learning Communities



Today's Agenda

Education Initiatives
Educator Effectiveness
CCSS
UDL RtI
Smarter Balanced ACT

Disciplinary Literacy

Performance Tasks

Close Read with Text
Dependent Questions and
Writing to Learn

Application in Professional
Learning Communities

Question and Answer



Application in Professional Learning Communities

Steps	Tools
Identify the standards for what it is that students need to know and be able to do.	<ul style="list-style-type: none"> • Content standards • Standards for Literacy in All Subjects • Standards for Mathematical Practice
Create a performance task for students to demonstrate their learning.	<ul style="list-style-type: none"> • Criteria for performance tasks • Sentence frames to design performance tasks • Performance criteria: rubrics, checklists, exemplars
Plan a close read. <ul style="list-style-type: none"> • Identify resources in service to the standards that create engagement and provide access to grade-level standards. • Write text-dependent questions. • Create writing prompts. • Select instructional practices to create engagement and provide access to grade-level standards, e.g., read aloud, choral read, partner read. • Select research-based classroom strategies to support student learning, e.g., column notes, graphic organizers, summary frames. 	<ul style="list-style-type: none"> • Appropriately complex texts • Resource for developing text-dependent questions • Resource for creating writing prompts • Instructional practices resources from the Instruction LiveBinders for ELA and Mathematics • Research-based classroom strategies from the WI RtI Center's Classroom Strategies and Practices Strategy Bank and the Standards LiveBinder for ELA
Identify tools for measuring student learning, e.g., teacher observation, conferring with students, and student reflection.	<ul style="list-style-type: none"> • Classroom assessment tools from the WI RtI Center's Classroom Strategies and Practices Strategy Bank and the Standards LiveBinder for ELA

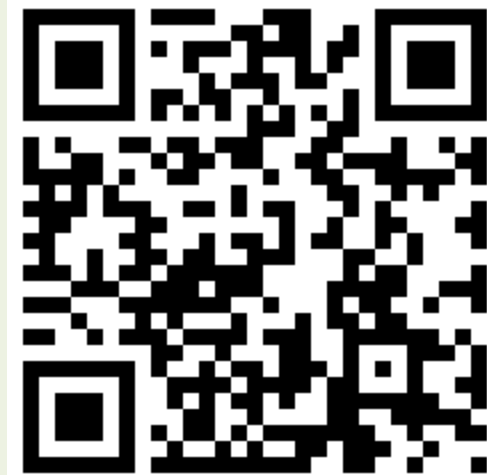
Danielson's Framework for Educator Effectiveness

Domain 1 – Planning and Preparation Demonstrating knowledge of content and pedagogy Demonstrating knowledge of students Setting instructional outcomes Demonstrating knowledge of resources Designing coherent instruction Designing student assessment	Domain 2- The Classroom Environment Creating an environment of respect and rapport Establishing a culture for learning Managing classroom procedures Managing student behavior Organizing physical space
Domain 4 – Professional Responsibilities Reflecting on teaching Maintaining accurate records Communicating with families <u>Participating in a professional community</u> Growing and developing professionally Showing professionalism	Domain 3 – Instruction Communicating with students Using questioning and discussion techniques Engaging students in learning Using assessment in instruction Demonstrating flexibility and responsiveness

"It is the learner who does the learning." - Charlotte Danielson



Tweet with us



@WisDPICCSS

@WisDPILit

@WisDPIMath



Contact Information

- Tamara Maxwell, ELA Consultant
608-266-3551
tamara.maxwell@dpi.wi.gov

